



Behaviour and Anti-Bullying Policy

Date written	September 2024 and reviewed September 2025
Written by	Abigail Oliver Headteacher
Date ratified by governors	September 2025
Review date	September 2026

Purpose: To provide a consistent approach to behaviour management

We believe that positive behaviour is an essential condition for effective learning and teaching. Children, staff and visitors have the right to learn and work in an environment which is safe, friendly, peaceful and fair. Positive behaviour must be carefully developed and supported. We use a consistent and meaningful structure of rewards and consequences for positive and negative behaviour choices in order to provide an environment in which all children and adults feel valued,

respected and safe. We encourage all children to take responsibility for their own actions. Bullying, physical threats or abuse and intimidation from and towards any member of the school community are not tolerated and any incidents of bullying, discrimination, aggression, and derogatory language are dealt with quickly and effectively.

The aim of this policy is to:

- Provide a consistent approach to behaviour management
- Outline how pupils are expected to behave at Woodlea Primary School
- Define what we consider to be unacceptable behaviour, including bullying
- Outline our system of rewards and consequences for positive and negative behaviour

It is the responsibility of the governing body to ensure that the school has a behaviour policy. The governors will review the policy as part of the policy review cycle or as necessary. It is the responsibility of the Headteacher to follow the policy and implement it across the school.

Principles and Practice

Children all have the right to learn and to be safe in school. Our whole school behaviour expectations are:

- We are kind
- We are calm
- We are polite
- We are honest
- We are helpful
- We are respectful
- We follow instructions
- We try our best
- We look after our school resources, building and grounds
- We always try to make good choices and take responsibility if we don't

Classes may write additional rules specific to their class at the start of the school year, to be agreed by the children and their teacher.

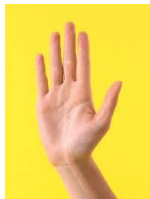
We define the following as unacceptable behaviour:

- Persistent refusal to engage in learning
- Persistent disruption of other children's learning
- Physical or verbal attack, including name-calling, racist comments and bullying
- Harassment/abuse (including sexual)
- The use of foul and offensive language
- Bad manners and lack of consideration for others
- Stealing
- Lying
- Spitting
- Kicking
- Not sharing
- Misuse or damage of property

All staff in school will:

- Develop a positive, respectful and calm relationship with children.
- Get to know and understand our children and influences on their behaviour.
- Model and nurture positive learning behaviours.
- Create and maintain a calm environment throughout the school.

- Use calm voices and interact respectfully with all members of the school community, only using a raised voice when this is the only option to gain the immediate attention of a child/group/another adult, such as when an imminent risk to safety is seen, or when outside.
- Use the Team Stop signal to gain the attention of a group/class, rather than a raised voice.



- Plan/support engaging lessons to meet the needs of **all** children and chunk learning in every lesson to reduce the chance of low-level disruption caused by learning being too hard, easy or dull.
- Use the phrases "poor choice" or "show me how we expect you to behave" rather than telling a child that he or she has been "naughty".
- See behaviour as communication and start by asking **"Are you ok?"** when poor choices are made, before consequences are actioned.
- See behaviour as communication and consider why a child might be making a behaviour choice and how this may be affected by current/past/upcoming life experiences.
- Use classroom management strategies to support good classroom behaviour.
- Praise and reward positive behaviour.
- Use de-escalation methods and follow the zones of regulation.
- Use targeted approaches and plans to meet the needs of individuals with specific needs, working closely with parents/carers to foster a positive approach for their child.

School leaders visibly and consistently support all staff in managing pupil behaviour through following the behaviour policy.

We also know it is important to strike a balance between recognising positive behaviour and having appropriate consequences which are seen by all to be fair and just, and applied consistently when standards are not maintained.

Proactive Strategies:

- We regularly talk about kindness and what good behaviour looks like in assembly, PSHE and daily routines.
- We reward children with additional choices when they show continued good behaviour, with rewards decided by individual classes at the start of each term. Examples include a mini disco or party games in class, a special art or additional PE activity etc. Other examples of rewards are listed below.
- We work closely with parents/carers to support children at risk of making poor choices.

Dojo System

The dojo system is an online system of rewarding good behaviour which is linked to our school values. Children can get points for their individual dojo if they have demonstrated a school value. Every Thursday afternoon a child's points are added to the class total. The class with the most points wins the Dojo Trophy in assembly. Points are then re-set to zero.

House Teams

Woodlea Primary, house teams are based on environmental activists: Attenborough, Grylls, Strachan and Backshall. All children are allocated to a house on entry to the school. The aim of the House System is to:

- promote the school's values

- encourage children to learn collaborative, team-building skills
- give them a real sense of identity
- raise standards in a spirit of healthy competition.

PomPom Points

We reward positive behaviour and good manners at lunchtime with house colour pompoms. The house to fill their jar first will have a special activity/treat during their house team assembly.

Marvellous Mondays

A class from KS1 and one from KS2 will be nominated by lunchtime staff to play with a special box of toys called the 'Golden Box'. The children decide what is in these boxes through School Council discussions. The children are also involved in fundraising for the contents of the boxes.

Golden Table of Awesomeness

Hall and kitchen staff can nominate children to eat at the Golden Table of Awesomeness each week with a member of the SLT, based on excellent manners.

Headteacher's Award Sticker

Children can visit the Headteacher during the week if they are nominated to receive a Headteacher sticker for making positive choices.

Bullying

Bullying in any form is not tolerated at Woodlea. Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group physically, emotionally or psychologically.

The nature of bullying can be:

- Physical, e.g. hitting, kicking, pushing, spitting or taking, damaging or hiding possessions
- Verbal, e.g. name-calling, taunting, teasing or insulting
- Emotional/psychological, e.g. intimidating, isolating or excluding a person from a group, spreading personal information or rumours, writing unkind notes, texts or emails
- Cyberbullying, e.g. messaging, making calls or recording incidents to cause distress, fear or humiliation; posting or sharing threatening, abusive or humiliating material on social media; hacking email or social media accounts; doxxing (publishing private or identifying information about someone on the internet/social media)

How does bullying differ from teasing/falling out between friends or other types of aggressive behaviour?

- There is a deliberate and usually persistent intention to hurt or humiliate.
- There is a power imbalance that makes it hard for the victim to defend themselves.

Children at Woodlea are taught that bullying is

Being mean, On Purpose, Over and Over (BOOO). We say BOOO! to bullying at Woodlea.

Bullying is deeply damaging, potentially causing long-term psychological damage for the person being bullied and the person conducting the bullying, and its legacy can follow young people into adulthood. If bullying behaviour leads to concerns that any learner may be at risk of harm, the DSL will be informed the Woodlea Safeguarding Policy and Procedures will be followed.

Raising awareness

We aim to raise awareness of the signs and symptoms of bullying, the damage that it can do and strategies for preventing bullying. This training for both staff and children takes place in: staff meetings; new staff induction process; PSHE lessons; assemblies; Anti-Bullying Week. Staff and children are trained to recognise behaviour patterns that may indicate a cause for concern, which **could** be bullying (or another safeguarding concern). These could include when a child:

- doesn't want to come to school
- becomes withdrawn anxious, or lacking in confidence
- feels ill often
- doesn't engage in lessons
- starts stealing money or other items (to pay bully)
- has unexplained cuts or bruises
- becomes aggressive, disruptive or unreasonable
- starts stuttering or not talking at all
- appears frightened to say Are you ok
- gives improbable excuses for any of the above

Prevention

For the issue of bullying to be tackled successfully, a climate needs to be created where reporting cases of bullying is seen as the normal and right thing to do. Children need to understand that bullying is unacceptable and should be offered strategies for dealing positively and supportively with each other. The school's best defence against bullying is its pupils.

Strategies for Preventing Bullying

- An effective Behaviour and Anti-Bullying Policy, which children, staff, governors and parents are aware of and which is applied consistently across the school.
- Peer mentors appointed to work with children reporting bullying.
- New children who join the school are allocated a buddy to support them.
- Potential victims are identified at an early stage as part of the work done to support vulnerable children.
- Children are given the opportunity to raise matters of concern through School Council.
- The curriculum provides opportunities for group discussion and role play where issues of bullying can be explored, coping strategies discussed and opportunities given to bullies to see things from a victim's perspective.
- Class activities raise the self-esteem and improve the social skills of victims and counter feelings of inferiority and guilt which may arise.
- Online safety lessons/assemblies/day.
- All lessons encourage tolerance and respect for others through group and pair work and through discussion and debate.
- The school seeks to raise self-esteem by celebrating achievements of all kinds.
- Anti-bullying Week is held annually in November.
- Supervised activities / equipment are provided for playtimes so that play areas meet the play and recreation needs of children
- All staff are aware of the School's policy and procedures for dealing with bullying incidents. This forms part of staff induction and continuing professional development.

- Children and parents are kept informed of behavioural expectations through publication of school policies on the school website, and the home school agreement.
- Parents are given information about new online technologies which can be used to bully.
- Parents are informed of tell-tale signs to look out for and of strategies to use to prevent bullying through distribution of Hampshire County Council's leaflet 'Advice and information for parents about bullying'.
- Children are educated about the Bystander Effect. Standing by and observing lends support to the perpetrator whilst giggling, laughing or otherwise appearing to enjoy the spectacle could be understood as complicity. Many perpetrators behave as they do to impress an audience. Bystanders should be encouraged to deny them that opportunity by informing a member of staff or if appropriate, offering support to the victim at the time and then ensuring that the matter is brought to the attention of staff, ideally accompanying the victim. It is hard to challenge the words and behaviours of peers and friends but it is the aspiration of Woodlea Primary is that our children will feel safe, knowledgeable and empowered to challenge bullying, hate or discrimination where appropriate.
- Staff role model appropriate behaviour for learners to follow and educate on how to sensitively challenge bullying, use of derogatory language and prejudice-based incidents.

Bullying through repeated derogatory or offensive language

This is not acceptable and will not be tolerated. It can often be excused by young people (and adults) as 'banter'. This type of language can take any of the forms of bullying listed in our definition of bullying. It will be challenged by staff and recorded and monitored and follow up actions and sanctions, if appropriate, will be taken for using any such language.

Bullying outside of school

Many cases of bullying, particularly cyberbullying, take place outside of schools. However, Woodlea reserves the right to take action against those who take part in these incidents and support the victims where necessary. Bullying acts may also be criminal acts so we will be obliged to work with the Police to detect those involved in criminal acts. If a case of cyberbullying is brought to the attention of staff, it will be reported to the Headteacher who will undertake an initial investigation in line with the anti-bullying investigation procedure outlined within this policy. In addition to the procedure, the Headteacher will:

- Ask the child and his/her parents/carers to see the messages and store screenshots of these securely on CPOMS, with all GDPR rules adhered to.
- If the message is a voice recording, the Headteacher will make a transcript and record this plus date, times and names on CPOMS.
- The child and his or her parents/carers will be told to save the message(s) for the duration of the investigation and for future Police evidence, should this be needed.

Reporting and anti-bullying investigation procedure

The term 'bullying' is most properly used when referring to **repeated** incidents. If the word 'bullying' is felt necessary to use, then the anti-bullying investigation procedure must be activated by the member of staff concerned.

The concerned member of staff should quickly and sensitively offer advice, support and reassurance to the alleged victim, inform the Headteacher and make a record on CPOMS.

All reported incidents are taken seriously and investigated by the Headteacher. If bullying is found to have occurred, the school adopts a three-stage approach in dealing with it.

Stage 1: Behaviour meets the criteria for 'bullying'

In the first instance the school adopts a non-punitive response in the interests of ensuring all pupils, including bystanders, are able to reflect upon their actions. Pupil statements are taken and parents/carers are informed that a Stage 1 strategy will be implemented. At Stage 1 a meeting or series of meetings takes place between a member of staff and the bully(ies) and the victim(s) as well as any of their peer witnesses. Victims of bullying are given a choice over which meetings they participate in. This approach encourages the reporting of incidents by reducing the victims' anxiety about repercussions; it also educates the perpetrators and bystanders by increasing their sensitivity and sense of responsibility for their actions.

As part of this approach, pupils suggest ways in which they will change their own behaviour for the future. Those involved are encouraged through these meetings to understand one another's feelings and to identify ways in which they can change their own behaviour and stop the bullying.

Pupils and parents are advised of the consequences of further incidents of bullying i.e. that the student will be moved to Stage 2 intervention where sanctions will be applied and a time scale for this stage (which will vary on a case by case basis). A range of strategies to support students can emerge from these meetings including:

- restorative approach
- circle of friends
- individual ELSA work with victim
- individual ELSA work with bully
- referral to outside agencies if appropriate

Stage 2: If Bullies Do Not Respond to Stage 1 intervention

In instances where those involved fail to keep to the agreements made at the Stage 1 meetings and the bullying continues, the bullies are considered to be acting defiantly in full knowledge of the effects of their actions upon others. The School will move the pupil to Stage 2.

A fixed term suspension sanction (internal or external, depending on circumstances) for repeated bullying will be applied at Stage 2 in line with the school's Behaviour Policy. The Headteacher will hold a formal meeting with parents/carers to outline the ongoing concerns and request parental support to ensure no further incidents of bullying occur. The sanctions which will be applied will be discussed with parents. The victim of bullying will be offered further support. This may include:

- 1:1 ELSA support
- referral to an external agency
- identification of a safe space at play/lunch breaks
- a wellbeing diary monitored by a named member of staff
- additional support for the victim(s) of bullying as agreed in consultation with parents/carers

Stage 3: If bullies do not respond to targeted interventions with parental support

At Stage 3 advice and intervention will be sought from the Behaviour Support Team and a Pastoral Support Programme will be put in place. Parents will be advised that further sanctions will be applied and that **in cases of serious and/or persistent bullying, permanent exclusion may result.**

Legal issues

Although bullying is not a specific criminal offence, there are civil and criminal laws for children **aged 10 and above**, which apply to physical or sexual assaults on another, causing damage to the property of another, harassment and threatening behaviour. In addition, misuse of electronic

communications and social media could be a criminal offence. For example, it is an offence to send an electronic communication (such as a text message or e-mail) to another person with the intent to cause distress or anxiety. Cyberbullying is generally criminal in character. The law applies to cyberspace.

- Section 127 of the Communications Act 2003 makes it an offence to send, by public means of a public electronic communications network, a message or other matter that is grossly offensive or one of an indecent, obscene or menacing character.
- The Protection from Harassment Act 1997 makes it an offence to knowingly pursue any course of conduct amounting to harassment.

Non-Bullying negative behaviour choice consequences

Whilst bearing in mind that individual children's age, experience, character and any additional needs must be taken into account, we encourage all children to understand what are unacceptable behaviour choices, and the effect on others and themselves. At all times we describe the behaviour as inappropriate and not the child as being bad or naughty. This is conveyed using the language 'good choice/poor choice'. If there is inappropriate behaviour in class, breaking either school or class rules, Teachers and Learning Support Assistants will operate a 4-step system.

Step 1 for refusing to engage in learning, or disruption of other children's learning, refusing to follow instructions, not listening, not sharing, lying, bad manners, saying something unkind once (but not of a racist nature, or including swear words, which goes straight to step 4), spitting, being rough with others or property: Calmly ask child "Are you ok?" before any other reaction. Listen to the child and gently remind them of the behavioural expectations. If the behaviour is towards another person, support those involved to make amends by both sides listening to each other, apologising and forgiving.

Step 2: If behaviour continues, child is moved to work alone, in sight of an adult, for **'Reflect and Reset Time'**, then discussion time with an adult, ideally at that point, or at the end of the lesson if this would disrupt the learning of the rest of the class. EYFS and KS1 the children work alone for 10 minutes. KS2 children work alone for 15 minutes. Red dojo is given. Parents/Carers informed. Incident recorded on CPOMS by staff involved.

At lunch, or play, the child stands with the adult on duty for this time and class teacher is informed at the end of this session and reports to parents/carers. Lunch/break staff record on CPOMS and class teacher adds anything as a result of talking to the child/parents/carers.

Step 3: If behaviour continues, child has **'Reflect and Reset Time'** in another class. LSA to take child there. If an LSA is not available, another child takes a red card to the school office to ask for an adult to walk the child to the other location. 5 minutes for EYFS/KS1 and 10 minutes for KS2. 2 red Dojos are given. Parents/Carers and Headteacher are informed. Incident recorded on CPOMS by staff involved.

If a child reaches this stage at lunchtime, they stay with the adult on duty for this additional period. Class teacher is informed at the end of this session and reports to parents/carers. Class teacher gives 2 red dojos. Lunch/break staff record on CPOMS and class teacher adds anything as a result of talking to the child/parents/carers.

- Yr R to go Y1
- Y1 to go to Y2
- Y2 to go to Y3
- Y3 to go to Y4

- Y4 to go to Y5
- Y5 to go to Y6
- Y6 to go to Y1

Step 4: If no improvement is seen, take child to Headteacher for a **'Reflect and Reset discussion'**. **This occurs straight away in the event of severe inappropriate behaviour such as swearing, racist comments or other verbal assault, physical assault, stealing, harassment or sexual assault, potential bullying or damage to property.** Send another child or LSA to get Headteacher if child refuses. If child continues to refuse to leave the area he or she is in, parents/carers will be called to come into school.

Where step 1 is reached on multiple, but separate, occasions

This will lead to conversations with parents/carers and will be recorded on CPOMS.

Reflect and reset discussions and conversations with parents/carers

Behaviour is always seen as communication, and discussions will focus on unpicking what has caused the behaviour, and ways to support the child at school and home. A positive behaviour plan may be put in place as a result, with a detailed approach that is individual to the child's needs, in consultation with the SENDCO and advice from external agencies, where appropriate.

Suspensions

At Woodlea, we aim to reduce the chances of a suspension occurring through our behaviour management, but for some instances of inappropriate behaviour, the Headteacher will implement the suspension procedure. These behaviours can include proven incidents of a child being guilty of:

- Serious verbal or physical assault on another child or a member of staff/visitor
 - Sexual assault on another child or a member of staff/visitor
 - Bullying
 - Racism
 - Severe damage to school property or the property of another child/staff member/visitor
 - Persistent defiance that causes severe disruption to learning or safety
 - Theft of property belonging to school, other children, staff or visitors
 - Making a serious and unsubstantiated, unfounded, false or malicious allegation against a child or member of staff/volunteer/visitor
- At the discretion of the Headteacher children may be suspended from school either for a fixed period of time (up to a maximum of 45 days in a single academic year) or in extreme cases, permanently excluded from school. Suspensions can be for part of the school day, such as a lunchtime, or a full day and can be internal or external. The length of the suspension will depend on the severity of the incident leading to the decision to suspend. Exclusions will be managed in accordance with County and DfE guidance. In any suspension, the Headteacher will take the child's views into account, and parents/carers are able to help children express their views. For suspension procedures and representations to the governors the school follows the DfE 2024 guidelines which can be found here: [Suspension and permanent exclusion guidance \(publishing.service.gov.uk\)](https://publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/121212/suspension-and-permanent-exclusion-guidance.pdf). Suspension is not always appropriate for a child, however, and the Headteacher must take account of any contributing factors, including current and past lived experiences such as trauma, current safeguarding concerns at home, advice from Primary Behaviour Services, known or potential SEND etc. For children with a social worker, education is an important protective factor, providing a safe space for children to receive support, be visible to professionals and realise their potential. When children are not in school, they miss the protection

and opportunities it can provide, and become more vulnerable to harm. In considering whether a sanction is reasonable, the Headteacher will consider whether it is proportionate in the circumstances of the case and consider any individual circumstances relevant including the pupil's age, any special educational needs or disability they may have. We are an inclusive school and when considering the Equality Act 2010, schools must have regard to whether a special educational need or disability has contributed to the behaviour and if so, whether it is appropriate and lawful to sanction the pupil in the same way as other children.

We are proactive, and continually reflective when managing ongoing behaviour issues, including working with relevant external professionals such as Children's Services, the SEND team, Primary Behaviour Services, Educational Psychologists, Family Support Workers etc. to unpick what children are trying to tell us when they are unable to self-regulate their behaviour.

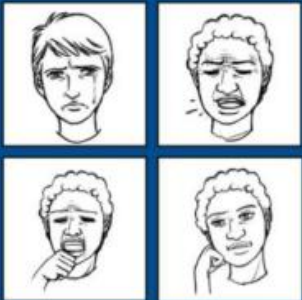
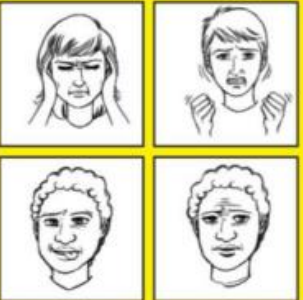
Self-Regulation, Zones of Regulation and De-Escalation

At Woodlea we teach children about how to regulate their emotions using the Zones of Regulation. A person who can self-regulate is able to remain calm and organised in a stressful situation (Executive Functions), cheer themselves up after a disappointment (Emotional Regulation), knows when they are experiencing sensory overload and can respond to this positively (Sensory Processing) and understands when it is appropriate to cheer and shout and when to be quiet (Social Cognition).

The Zones of Regulation teach children and staff:

- The vocabulary of emotions
- How to recognise their own emotions
- How to detect the emotions of others (such as by reading facial expressions)
- What may trigger certain emotions
- How others may interpret their behaviour
- Problem solving skills

The **ZONES** of Regulation®

			
BLUE ZONE Sad Sick Tired Bored Moving Slowly	GREEN ZONE Happy Calm Feeling Okay Focused Ready to Learn	YELLOW ZONE Frustrated Worried Silly/Wiggly Excited Loss of Some Control	RED ZONE Mad/Angry Terrified Yelling/Hitting Elated Out of Control

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Blue			Green		
	Hurt	Sad		Good	Calm
					
Depressed	Tired	Sick	Appreciated	Proud	Thankful
					
Bored	Exhausted	Shy	Happy	Good Listener	Ready to Learn

Yellow



Excited



Frustrated

Red



Mean



Mad



Nervous



Anxious/Worried



Silly



Yelling



Angry



Aggressive



Annoyed



Overwhelmed



Scared



Terrified

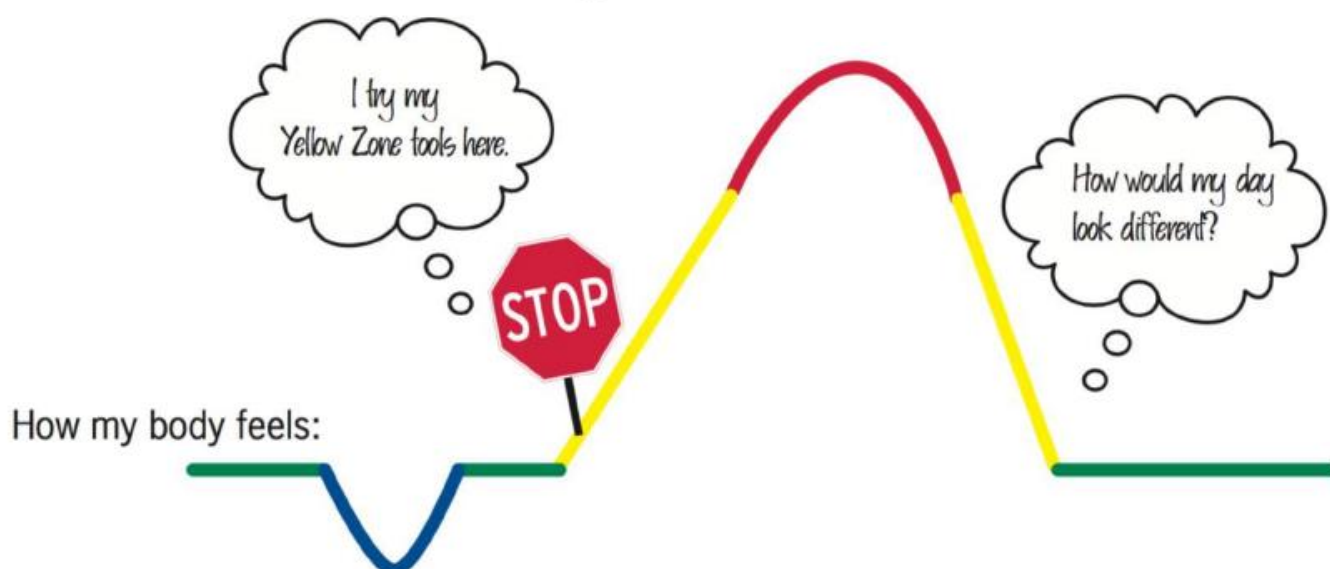


Out of Control

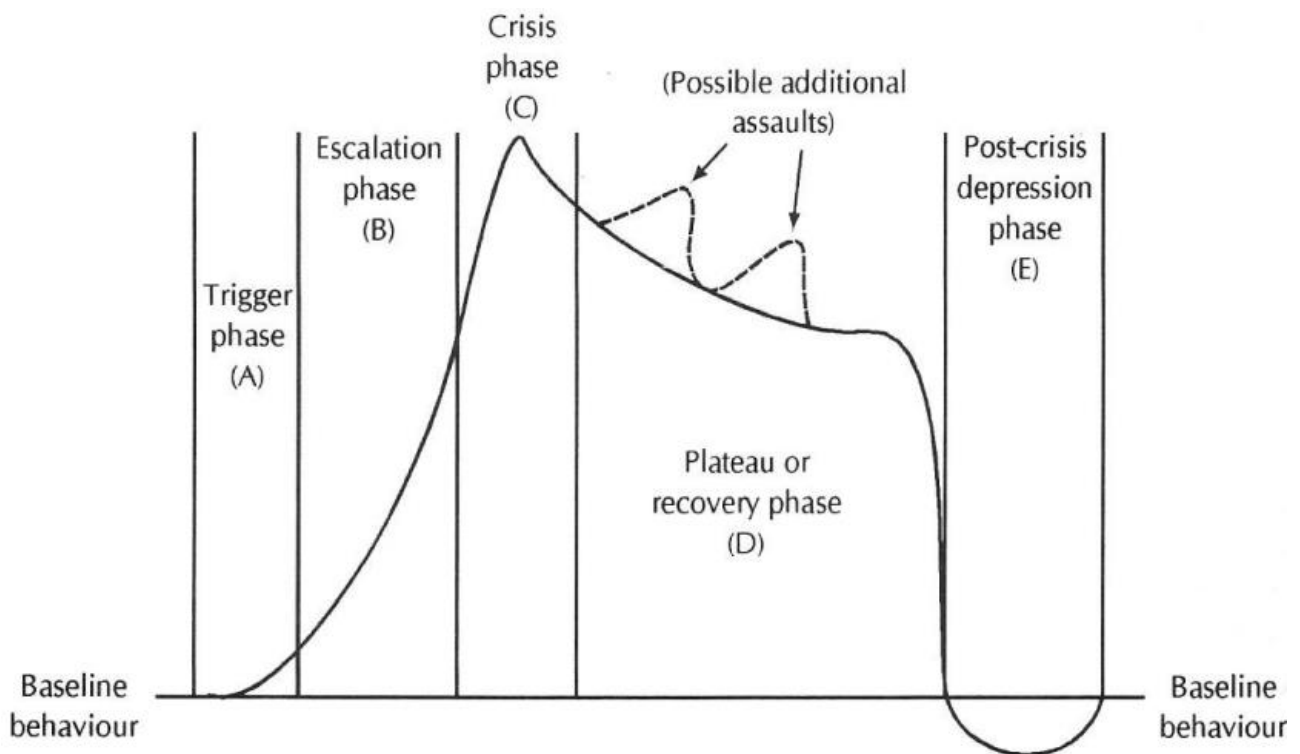


Elated

Blue	Green	Yellow	Red
Sick Sad Tired Bored Moving Slowly	Happy Calm Good to Go Focused Ready to Learn	Frustrated Worried Silly/Wiggly Anxious Excited	Mad/Angry Mean Yelling/Hitting Out of Control I Need Time and Space



Stages of Escalation



The Trigger Phase (when rationale thought is still possible)

Identify Triggers: reflect in order to prevent

- What do they typically do when angry/upset?
- Where do they typically become angry/upset?
- When do they typically become angry/upset?
- With whom do they tend to become angry/upset?
- Why do they become angry/upset?

The Escalation Phase (the body is preparing itself for fight, flight or freeze so reduced capacity for rational thought)

- Expect the situation to escalate
- Label the emotion
- Show empathy and acceptance
- Guide them with how to cope with the emotion
- Active listening
- Wondering aloud – I wonder if you are feeling... Let's do (calming action) to help you to feel better

- Offer a drink/food/take jumper/coat off as being hungry, thirsty or hot can be a trigger

The Crisis Phase (Explosion and inability for rational thought)

- Protection of child, self and others
- Be aware of your body language
- Don't block an escape route
- Consider your tone of voice and eye contact
- Reflect – are you coping, do you need support/someone else to take over?

The Recovery Phase (body is still ready for fight or flight)

- Don't ask why questions
- Feelings of guilt could trigger another outburst
- Allow recovery time (child and adult)
- Guide towards calming activities
- Food and drink may be needed. Crisis points use a lot of energy

The Post Crisis Phase and Reflection Time (can last up to 90 minutes)

- Recovery time
- Gentle and calm discussion
- Rational thinking leads to guilt
- Be explicit that it has happened
- Gently let them know that you realise they are probably feeling all shaken up/disturbed.
- Be explicit that something needs to happen to repair what's gone wrong and how this might be done.
- Let them know that we will help them practice in the place they had difficulty in, so that they can cope.
- Be explicit about the fact that their relationship with key adults remains intact

Vocabulary

- Expected Behaviours
- Unexpected Behaviours
- Comfortable Thoughts
- Uncomfortable Thoughts
- Big problems – many people share that have no easy, quick or pleasant solution
- Medium Problems – problems that some people share than can be resolved in a few hours or days
- Little Problems – only affect one or two people and can be ignored or solved in a matter of minutes

Zones Glossary

Self-regulation: The ability to achieve the preferred state of alertness for the given situation. This includes regulating one's body's needs as well as one's emotions.

The Zones: A concept used to help students learn how to self-regulate. The Zones of Regulation creates a system to categorize how the body feels and emotions into four colored zones with which the students can easily identify.

Blue Zone: Used to describe a low state of alertness. The Blue Zone is used to describe when one feels sad, tired, sick, or bored.

Green Zone: Used to describe the ideal state of alertness. A person may be described as calm, happy, focused, or content when he or she is in the Green Zone. The student feels a strong sense of internal control when in the Green Zone.

Yellow Zone: Used to describe a heightened state of alertness. A person may be experiencing stress, frustration, anxiety, excitement, silliness, or fear when in the Yellow Zone. The student's energy is elevated yet he or she feels some sense of internal control in the Yellow Zone.

Red Zone: Used to describe an extremely heightened state of alertness. A person may be experiencing anger, rage, explosive behavior, panic, extreme grief, terror, or elation when in the Red Zone and feels a loss of control.

Toolbox: A collection of calming and alerting strategies a student can pull from depending on the present need.

Tools or strategies: Used interchangeably to refer to a calming or alerting technique that aids the student in self-regulation.

Trigger: An irritant that causes a student to become less regulated and increases the likelihood of going into the Yellow or Red Zone.

Stop, Opt, and Go: A concept used to aid students in controlling impulses and problem solving better solutions. This phrase is paired with a stoplight to provide additional cues for students.

Expected behaviors¹: Behaviors that give people around you **good or comfortable thoughts** about you.

Unexpected behaviors¹: Behaviors that give people **uncomfortable thoughts** about you.

What is the size of the problem? and Is this a Big or Little Problem?¹: Questions posed to help students measure the size of the problem they are experiencing (Big Problem, Medium Problem, or Little Problem).

Big Problems: Problems that many people share and that have no easy, quick, or pleasant solution.

Medium Problems: Problems some people share that are able to be resolved in an hour to a couple of days.

Little Problems: Problems that only affect one to two people and can be ignored or solved in a matter of minutes.

Inner critic: Used to describe negative, self-defeating thoughts.

Inner coach: Used to describe positive thoughts.

Superflex thinking²: A flexible thinking pattern in which a person is able to consider different points of view or ways to do something.

Rock Brain thinking²: A rigid thinking pattern in which a person gets stuck on an idea and has difficulty considering other options or ways to do something.

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The Zones of Regulation: Tools to regulate

Sensory	Calming	Thinking
Deep pressure	Lazy 8 breathing	Big vs Little problem
Progressive muscle relaxation	Learning to Take a Deep Breath	Inner Coach vs Inner Critic
Standing press ups	6 Sides of breathing	Superflex® vs Rock Brain thinking
	Calming Sequence	
	Count to 10	

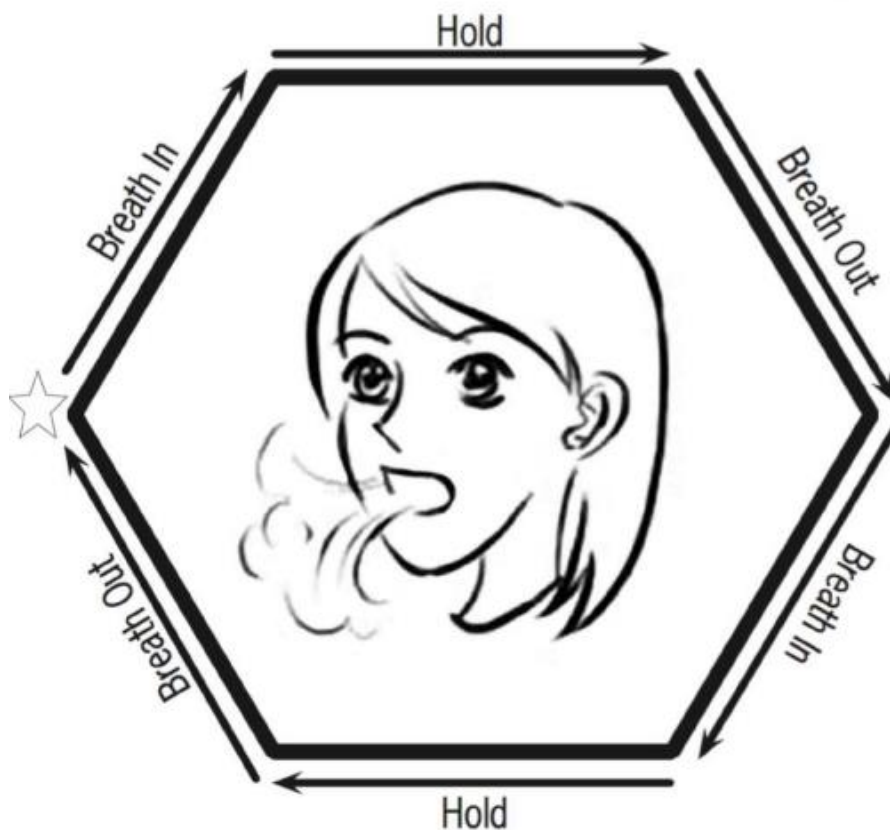
Three ingredients to calming:



**PHYSICAL
SENSORY
REPETITIVE**



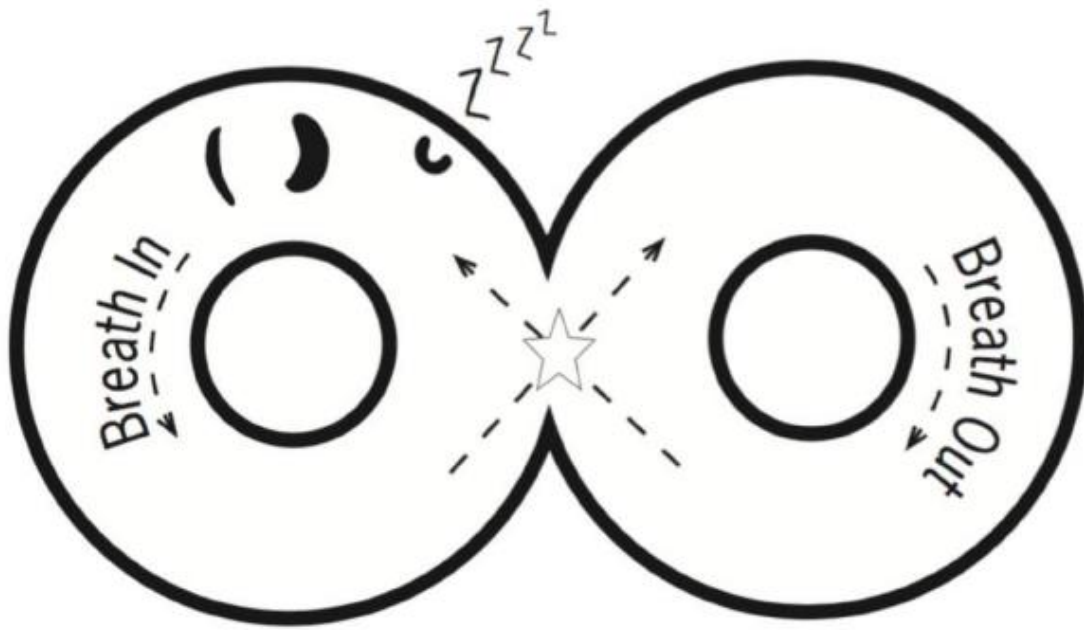
The Six Sides of **Breathing**



Starting at the yellow star trace with your finger the sides of the hexagon as you take a deep breath in, feeling your shoulders rise as the air fills you. Trace over the next side as you hold your breath for a moment. Slowly breathe out as you trace the third side of the hexagon. Continue tracing around the bottom three sides of the hexagon as you complete another deep breath. Continue The Six Sides of Breathing cycle until you feel calm and relaxed.

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Lazy 8 Breathing



Trace the Lazy 8 with your finger starting at the star and taking a deep breath in.

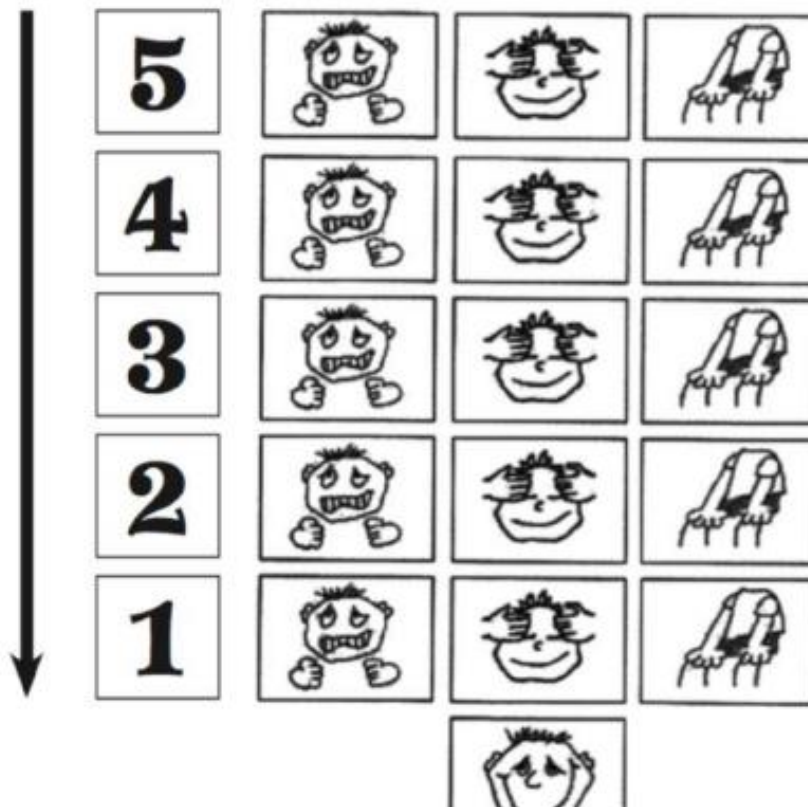
As you cross over to the other side of the Lazy 8, slowly let your breath out.

Continue breathing around the Lazy 8 until you have a calm body and mind

My **Calming** Sequence Visual

Activity: Try this calming sequence. Does it feel good and calming? How can you change it so that it works for you?

This calming sequence goes like this: Squeeze your hands together; close your eyes and rub your head; then rub your legs. Repeat the sequence five times, bringing your stress down.



Behaviour and Safeguarding

We take a whole-school approach to behaviour and safeguarding, and the two policies complement one another. When dealing with any negative behaviour all school staff will keep in mind that negative behaviour can indicate a child may be suffering, has suffered or is likely to suffer harm. In such cases where staff have a concern they will follow the school child protection policy.

No one is permitted to enter the school site with anything that could be considered dangerous or could cause injury. This rule applies also when attending any school trips and any alternative establishment because the safety of children and staff is paramount.

Physical Restraint

In some circumstances, staff may use reasonable force to restrain a pupil to prevent them from

- causing disorder
- hurting themselves or others
- damaging property

Incidents of physical restraint must always be used as a last resort and

- be applied using the minimum amount of force and for the minimum amount of time possible, by a fully trained member of staff
- be used in a way that maintains the safety and dignity of all concerned
- never be used as a form of punishment
- be recorded promptly and reported to parents in line with training guidance

Our staff are trained in PRICE, a highly regarded behaviour management course that equips them with the knowledge, skills and confidence to understand the reasons behind a child being unable to regulate their behaviour, and to safely respond to situations, with calm de-escalation being the focus and restraint to be used as a last resort. With a knowledge base rooted in positive behaviour support and trauma informed practice, PRICE provides a human rights and person-centred framework that recognises the importance of promoting dignity, choice and inclusion for those being supported. As a last resort where staff need to physically intervene, they are trained to use the PRICE holding and moving techniques to quickly and safely return stability.

Searching, screening and confiscation

We follow the DfE guidance found here [Searching, Screening and Confiscation \(publishing.service.gov.uk\)](https://publishing.service.gov.uk)

The school may choose to search bags or confiscate items if we believe the safety of other children or staff is at risk. **All mobile phones must be handed in to the school office for the duration of the school day.**

SEND

The school's special educational needs co-ordinator will evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met. Where necessary, support and advice will also be sought from Primary Behaviour Support, Early Help, educational psychologist, medical practitioners and/or others, to identify or support specific needs. When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis. Consistent support between home and school is deemed essential to the success of the plan and the school will work closely with parents to support the child's needs. If the behaviour is having a significant impact on the child's education they may also be put on the schools Special Educational Needs register (SEN register).

Pupil transition

To ensure a smooth transition to the next year, children have a transition session with their new teacher(s). In addition, staff members hold transition meetings. To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues may be transferred to relevant staff at the start of the term or year. Information on behaviour issues may also be shared with new settings for those pupils transferring to other schools.

ELSA (Emotional Literacy Support Assistant)

There will always be children and young people in schools facing life challenges that detract from their ability to engage with learning and some will require greater support to increase their emotional literacy than others. An ELSA is a specialist Teaching Assistant who works with children who are showing a range of emotional or social difficulties, for example, shyness, low self-confidence, sadness, angry feelings or friendship problems. ELSAs have been chosen because of their ability to build good relationships with children. The ELSA plans with the child's teacher to set individual objectives for the child. The ELSA will then work with the child, either individually or sometimes in a small group, using activities targeted to the child's needs. Typically, ELSA work takes place over 6-12 weekly sessions.

Home School Agreement

The school believes that effective home school communication is essential to the development of all children. The school works with parents to create consistency for the child. Our Home School Agreement sets out the expectations on the parents and the school. Every parent is given a copy of the Home School Agreement to sign at the start of each year.

Staff training

All staff, volunteers and students are given a copy of the behaviour policy as part of the induction process. Staff are given a mentor who will support them in understanding and implementing the behaviour policy. The implementation of the behaviour policy by staff is monitored by the SLT. Strengths and development areas are routinely given to staff on behaviour and especially on its impact on learning. Volunteers are under the supervision of a named staff member who will explain the parameters of what a volunteer should do in relation to the behaviour policy. Some members of staff are also provided with training on proper use of restraint.

Child on Child abuse

Child on child abuse in school, out of school in person or online in any form is defined as a safeguarding matter and the schools safeguarding policy is used. While our children are young we set the standard for future thinking and ways of acting. Staff will challenge any inappropriate language or behaviour and model, expect and where necessary enforce the high standards of respect between children, parents, volunteers and staff that we expect from our school community

Behaviour incidents online

Where staff are made aware of such incidents, even when they happen outside of the school, the full school behaviour policy will still apply.

Sexual harassment cases

If a child is involved in a sexual harassment case and remains at the school, the main role of the school is to keep ALL children safe, including the individual. If a child sexually abuses or harasses another person, this will be dealt with under the school procedures alongside external agencies i.e. The Police, which may result in exclusion.

Legislation and statutory requirements

This policy is based on advice from the Department for Education (DfE) on:

- [Behaviour and discipline in schools](#)
- [Searching, screening and confiscation at school](#)
- [The Equality Act 2010](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)

It is also based on the [special educational needs and disability \(SEND\) code of practice](#).

Guidance for children and parents/carers

Children: [bullying-yp-cropped2.pdf \(hants.gov.uk\)](#)

Parents/carers:

[Bullying information for Parents/carers | Children and Families | Hampshire County Council \(hants.gov.uk\)](#)

[bullying-2.pdf \(hants.gov.uk\)](#)

[Primary Behaviour Service | Hampshire County Council \(hants.gov.uk\)](#)